

Literacy Achievement Rubric for 8th Grade Knollwood Report Card

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Performance Indicators	Rubric
Literary Discussion: Initiates ideas and actively listens	<p>3</p> <ul style="list-style-type: none"> • Begins talk in a group • Turns the conversation in a new direction • Says something meaningful about the text and connected to the ongoing conversation in the partnership or club • Expresses ideas clearly and thoughtfully • Uses language that reflects understanding of another person's point of view like, "I see what you mean," or "I understand what you are saying." • Frames conflicting opinions with phrases like, "Might this not be possible, too?" or "Is it likely that this could be true also?"
	<p>2</p> <ul style="list-style-type: none"> • Begins talk in a group when prompted by a peer or teacher • Takes turns talking in a partnership, occasionally turning the conversation in a new and surprising direction • Has a response and says it out loud • Looks at the person who's talking or shows in other ways that he/she is attending to them • Agrees or disagrees respectfully with others
	<p>1</p> <ul style="list-style-type: none"> • Sometimes begins talk when prompted or coached • Speaks occasionally in a partnership or club • Talk is at a very literal level • Says something that may be only slightly connected to the topic • Tells a story from personal experience but doesn't explicitly connect it to the text
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	<ul style="list-style-type: none"> • Is able to orchestrate the conversation in such a way that everyone participates and feels valued • Bring the group to a new and unique level of understanding • Talk is meaningful and connected and it invites response and discussion from partner/club • Asks for clarification when responding to others • Repeats or paraphrases to verify understanding
Literary Discussion: Supports ideas with text evidence	<p>3</p> <ul style="list-style-type: none"> • Provides details and examples to help others understand • Retells or reads a part of the text for the specific purpose of providing evidence • Writes ideas for talk on post-its or in reading notebook and then refers to them when talking with a group • Tells a story from personal experience that supports his/her idea and connects it to the text
	<p>2</p> <ul style="list-style-type: none"> • Says something about the topic connected to a text • Sometimes adds on to something that he/she has said to make it clearer • Tells a story from personal experience that supports his/her idea
	<p>1</p> <ul style="list-style-type: none"> • Says something about the topic that is not clearly connected to the text • Looks at text or notes while others are speaking • Responds to others by stating an idea that may be unconnected to the previous idea
	<p>E</p> <ul style="list-style-type: none"> • Calls for evidence from others and expands on their ideas • Pushes him/herself to say more about the idea developing and refining original theories • Develops thinking based on what other people in the group have said • Calls on background knowledge or personal experience to support statements • Makes connections to a variety of texts • Uses "why" and "because" statements to support responses • Provides facts or information from the text to support statements

	<ul style="list-style-type: none"> • Topics and discussion are explicitly connected to the text and worldly issues.
<p>Reading Process: Reads regularly with stamina and fluency</p>	<p>3</p> <ul style="list-style-type: none"> • Sustains reading during independent time in class • Demonstrates involvement in reading by bringing a book back and forth from school to home until it is finished • Reads two or more books each month (250-300 pages/book) • Reads more difficult texts with support • Can continue reading an independent book in addition to a partnership or book club book • Has a book "on deck" for reading when the current book is finished
	<p>2</p> <ul style="list-style-type: none"> • May take extended breaks from reading during independent reading time • May be involved in a book for stretches of time • May not read for a period of time when trying to get started with his/her next book • Shares occasionally in class about a book he/she is reading • Oral reading requires repeated practice to gain the inflection and rhythm of normal speaking
	<p>1</p> <ul style="list-style-type: none"> • Is involved in reading a book occasionally • Reads for short periods of time • Often abandons books before finishing them • Reads approximately one book every few months • Reads infrequently out of school
	<p>E</p> <ul style="list-style-type: none"> • Always has at least one book with him/her • Takes any spare moment to read his/her book • Reads more than two books each month (250-300 pages/book) • Talks enthusiastically about reading with peers and teachers • Always continues reading an independent book in addition to a partnership or book club book • Has a stack of books "on deck" for reading when the current book is finished

<p>Reading Process: Participates industriously in collaborative reading</p>	<p>3</p> <ul style="list-style-type: none"> • Has something to say about his/her reading when meeting with a partner or book club member • Prepares for meetings with a partner or book club member by reading and writing • Chooses books for partnerships or book clubs that both partner or book club member can read smoothly and without support • Sets and works towards mutually agreed-upon goals • Checks progress against goals and revises them accordingly
	<p>2</p> <ul style="list-style-type: none"> • Responds to questions about his/her reading when asked by a partner or book club member • Reads some of what has been decided on by a partnership in preparation for a meeting • Responds positively to suggestions for partnership or book club texts from teacher • Needs support to get started in a new book or series
	<p>1</p> <ul style="list-style-type: none"> • Responds minimally to questions about his/her reading when asked by a partner or teacher • Sometimes chooses books above his/her independent reading level and holds tight to them, even though little progress is made throughout the book • Has a hard time finding a book that he/she can agree upon with a partner or book club member

	<p>E</p> <ul style="list-style-type: none"> • Has something to say about his/her reading when meeting with a partner or book club member • Responses to partner or book club members push thinking to greater depth of understanding • Has a stack of books "on deck" for reading that he/she can read smoothly and without support yet is flexible when making book choices in partnership or a book club • Chooses to read more difficult texts and asks for support when it is needed • Helps to devise challenging reading goals that are mutually agreed upon with partner • Meets and often exceeds goals, revising them along the way with agreement of partner or book club member
Reading Comprehension: Shows literal understanding of grade-level texts	<p>3</p> <ul style="list-style-type: none"> • Can speak about characters, plot, setting, problem/solution, change, and/or movement through time in a text during a conference or in a partnership or book club • Rereads to understand • Continues to grow towards reading more challenging texts • Writing and/or speaking reflects awareness of story elements in a narrative text • Can pull important details from a non-narrative text • Notices subject, structure, and other features of a non-narrative text
	<p>2</p> <ul style="list-style-type: none"> • Talks about specific characters and events from a text when talking during a conference or in a partnership or book club • Rereads when prompted • Writing and/or speaking reflects awareness of some story elements in a narrative text • Can extract some information from a non-narrative text
	<p>1</p> <ul style="list-style-type: none"> • Responds to references to characters and events from a text when talking during a conference or in a partnership or book club • Reads on even when he/she misunderstands something

	<ul style="list-style-type: none"> • Writing and speaking reflect an understanding of the basic plot and an awareness of the role of the main characters in a narrative • Can extract information from a non-narrative text without regard to the quality of the information in helping him/her to understand the subject <p style="text-align: center;">E</p> <ul style="list-style-type: none"> • Makes connections from the specific to the general in reference to characters, plot, setting, problem/solution, change, and/or movement through time when talking about a text • Rereads to deepen his/her understanding • Writing and speaking reflect understanding of the interactions between story elements in a narrative text • Can pull big ideas and important details from a non-narrative text • Uses the structure and other features of a non-narrative text to increase his/her understanding of the subject
<p>Reading Comprehension: Uses details to infer and interpret</p>	<p style="text-align: center;">3</p> <ul style="list-style-type: none"> • Reflects on what the author wants the reader to think • Compares characters in books to people in his/her life or in other books • Finds connections between books • Compares settings to real-life places • Identifies big ideas in books and compares them with real-life issues • Reads “between the lines” (infers) to figure out the under-story, find symbols, or identify the theme of a text • Grows theories about books <p style="text-align: center;">2</p> <ul style="list-style-type: none"> • With guidance and individual or small group conferencing, can read “between the lines” (infer) to figure out the under-story, find symbols, or identify the theme of a text • Compares characters in books to people in his/her life • Compares settings to real-life places • Can understand theories that someone may have about a book

	<p>1</p> <ul style="list-style-type: none"> • Compares characters in books to people in his/her life • Understands texts at a literal level
	<p>E</p> <ul style="list-style-type: none"> • Synthesizes details from various texts and independently develops and grows original theories about books • Compares, contrasts, and evaluates texts
Writing Process & Product: Writes regularly and with increasing stamina	<p>3</p> <ul style="list-style-type: none"> • Demonstrates ability to sustain writing for increasing periods of time • Notebook (other sources) indicates that writing is taking place regularly: dated entries, pages following writing goals, page count, quick writes, and quick publishing • May write in a variety of ways in notebook – different genres, forms, lengths • Places artifacts in the notebook – quotes, ticket stubs, mentor writing • Uses notebook to try out something while drafting – stretching a part, trying out some dialogue • Workshop time is spent writing or doing related ancillary tasks (like reading) that support writing • Initiates writing independently
	<p>2</p> <ul style="list-style-type: none"> • Demonstrates ability to sustain writing for a short period of time • Writing comes in spurts • Writing is done in response to an “assignment,” not spontaneously or as part of ongoing work • Writes for some of given workshop time • Writes in response to coaching or prompting • Notebook entries usually all look the same
	<p>1</p> <ul style="list-style-type: none"> • Notebook entries are short • Writing is done only as a result of “assignments” or coaching • Writer often writes a few lines during workshop time

	<p>E</p> <ul style="list-style-type: none"> • Notebook is overflowing with writing • Consistently tries new structures and ideas • All of workshop time is spent writing or engaged in related ancillary activities and this work continues to take place at home • Writer seeks to talk to teacher about writing outside of class (emailing teacher or during lunch or before or after school) • Takes every opportunity to write and writes with depth
Writing Process & Product: Uses a writing process	<p>3</p> <ul style="list-style-type: none"> • Consistently uses notebook as a tool for writing • Reads and rereads mentor pieces • Posts or marks places on mentor texts that are instructive • Keeps a mentor text at hand and refers to it while writing • Rereads writing in order to “re-see” it and makes significant changes • Revises while drafting as well as towards the completion of a piece • Rereads drafts making editorial changes
	<p>2</p> <ul style="list-style-type: none"> • Uses notebook to gather writing • Rereads writing when prompted and makes minor changes • Revises towards the completion of a draft • Rereads drafts and makes some editorial changes • Reads mentor pieces when instructed to do so
	<p>1</p> <ul style="list-style-type: none"> • Drafts work from notebook for publication with little revision • Tends to write “cold” rather than with support from mentor texts, notebook, reading, and other ancillaries • Makes some editorial changes on drafts
	<p>E</p> <ul style="list-style-type: none"> • Searches out, reads, and rereads mentor pieces • Posts or marks places on mentor texts that are instructive and uses that information

	<p>for writing</p> <ul style="list-style-type: none"> • Drafts with purpose: can articulate what he/she wants the reader to think or feel as a result of reading this piece of writing; plans before drafting • Uses notebook to try out something while drafting – stretching a part, trying out some dialogue • Is willing to completely rework a piece of writing • Rereads drafts meticulously to make editorial changes
Writing Process & Product: Uses strategies taught in class	<p>3</p> <ul style="list-style-type: none"> • Participates during try-its during mini-lessons • Notebook reflects an attempt at many of the writing strategies taught during mini-lessons, strategy groups, and conferences • Some strategies are attempted independently, apart from direct instruction
	<p>2</p> <ul style="list-style-type: none"> • Chooses to remain in small group after mini-lessons for "reteaching" of strategy • Notebook reflects an attempt at some of the strategies taught in class and an adherence to a small set of strategies • Responds well to conferences where strategies are "spelled out" and plans are created with the teacher's support
	<p>1</p> <ul style="list-style-type: none"> • Participates with oral try-its during mini-lesson, but just gets started on written try-its in the same setting • Uses familiar strategies repeatedly in notebook, even if they are not particularly successful • May resist instruction of new strategies in conferences
	<p>E</p> <ul style="list-style-type: none"> • Quickly understands new strategies taught in mini-lessons and uses them successfully in try-its • Notebook reflects the use of many strategies, both immediately after they are taught and later in the year • Applies the use of a variety of strategies appropriately in independent work

Writing Process & Product: Publishes pieces reflecting qualities of fine writing	3 <ul style="list-style-type: none"> • Polishes and publishes work for an audience (neatly hand written or typed) • Writing reflects some of the qualities of fine writing: focus, clarity, development, elaboration, imagery, voice, etc. • Paragraphs are used purposefully • Writing products have an organizing structure that exhibits characteristics of the genre
	2 <ul style="list-style-type: none"> • Pieces of writing presented for publication are sometimes only “polished” • Writes events in a logical sequence • Occasionally writes to create an image in the reader’s mind • Writing reflects a few of the qualities of fine writing: focus, clarity, development, elaboration, imagery, voice, etc. • Paragraphs are used but may not reflect logical breaking points • Writing products are somewhat organized
	1 <ul style="list-style-type: none"> • Sometimes writing presented for publication has gone through only a few stages in the writing process and may still be in the notebook • Writes all events as if they are of equal importance • Drafting may occur without a writing plan and piece shows little evidence of an organizing structure
	E <ul style="list-style-type: none"> • Writes “small,” exploding the significant moments with attention to telling detail • Creates an image that allows the reader to “see” the story unfold, inviting the reader into the writing • Polishes and publishes work for an audience (neatly hand written or typed) both for school “assignments” and independently • Writes with a clear focus • Writing reflects many of the qualities of fine writing: focus, clarity, development, elaboration, imagery, voice, etc.

	<ul style="list-style-type: none"> • Writing products have a clear organizing structure that matches and enhances the content/genre
<p>Writing Structure & Conventions: Creates an organizing structure in writing</p>	<p>3</p> <ul style="list-style-type: none"> • Notebook work and writing plans show evidence of an understanding of different organizing structures • Writing products have an organizing structure • Writing unfolds in a logical way • Narrative pieces show movement through time • Narrative writing shows character speaking to himself, revealing his thinking and emotions • Non-narrative writing has an over-arching list structure • Non-narrative writing is evenly elaborated • Writing maintains a point of view • Information is clearly stated and well-researched and documented (if necessary) • Writing reflects understanding of the characteristics of the genre in which it is written
	<p>2</p> <ul style="list-style-type: none"> • Narrative structure moves through time generally but can shift without purpose or end abruptly • Narrative writing shows characters' actions • Non-narrative writing unfolds in uneven chunks • Non-narrative writing is elaborated in places • The point of view may shift within a piece of writing • Supporting information is included and some research is evident (if necessary)
	<p>1</p> <ul style="list-style-type: none"> • Narrative writing consists of connected events at one moment in time or lots of moments along a continuum of time with loose, if any, connection • Plot sometimes moves quickly through important events or stalls on less important events • Non-narrative writing occurs in a single chunk

	<ul style="list-style-type: none"> • Information can be contradictory or sketchy
	<p>E</p> <ul style="list-style-type: none"> • Notebook work and writing plans show evidence of an understanding of different organizing structures • Writing products have a clear organizing structure that matches and enhances the content/genre • Writing unfolds in a logical way with surprising twists and turns that delight the reader • Narrative pieces show movement through time and may include foreshadowing, flashbacks, and other time structures that are not strictly chronological • Narrative writing paints a clear picture of the characters, both main and supporting, in what they say, do, think, and feel • Non-narrative writing has an over-arching list structure and may have narrative embedded within it • Non-narrative writing is evenly elaborated in a variety of ways, with narrative snippets as well as facts and researched information • Writing maintains a point of view • Information is clearly stated and well-researched and documented (if necessary) • Writing reflects understanding of the characteristics of the genre in which it is written
<p>Writing Structure & Conventions: Applies conventions: grammar and mechanics</p>	<p>3</p> <ul style="list-style-type: none"> • Uses Standard English conventions that are appropriate to the grade level (see chart) • Uses learned punctuation correctly • Engages in purposeful proofreading and editing • Applies learned spelling patterns to new words and spells grade-appropriate/frequently-used words correctly • Uses increasingly sophisticated writing which sometimes results in spotty mechanical or grammatical errors • Attends to word choice: precise nouns; strong verbs • Cuts out extra words to be clear
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	<ul style="list-style-type: none"> • Uses Standard English conventions that approach the grade-level benchmark • Sentence structure varies • With more sophisticated sentences, punctuation or grammar irregularities often occur but don't interfere with written communication • Spells most frequently-used words conventionally in published writing after going through the editing phase • Applies spelling patterns unconventionally, but with good approximation • Attention to word choice is spotty (often uses an abundance of adjectives instead of a strong noun, or adds an adverb rather than choosing a strong verb) • Sometimes uses words that are close in meaning but not exactly correct in the context
	<p style="text-align: center;">1</p> <ul style="list-style-type: none"> • Use of conventions is uneven • Tense changes occur frequently and without purpose • Simple sentence structure is used • Patterns of grammatical or mechanical errors may occur and can interfere with clear communication • Spells some words conventionally for a period of time in some writing • Unconventional spellings are increasingly closer approximations • Words tend to be general rather than specific • Repetition of words may lead to overuse
	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> • Spells personal words with automaticity • Extends knowledge from personal words to other words within the same pattern or in the same family and writes them conventionally in all writing • Grammar and mechanics are used correctly conventionally (and unconventionally with a purpose) in all written communication • Spelling errors are extremely rare • Sentence structure and syntax are sophisticated • Expands vocabulary by trying out new words in writing and in speech • Uses words in unexpected ways (words traditionally used as one part of speech being

	<p>used as a different part of speech – the “greening” of the fields)</p> <ul style="list-style-type: none">• Enhances written communication through the use of grammar and mechanics• Independently seeks out references (dictionary, thesaurus) when editing
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